



TENNESSEE DEPARTMENT OF

**EDUCATION**  
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## Principles of Law, Corrections, and Security

<b>Primary Career Cluster:</b>	Law, Public Safety, Corrections & Security
<b>Consultant:</b>	Sheila Carlton, (615) 532-2839, <a href="mailto:Sheila.Carlton@tn.gov">Sheila.Carlton@tn.gov</a>
<b>Course Code(s):</b>	TBD
<b>Prerequisite(s):</b>	None
<b>Credit:</b>	1
<b>Grade Level:</b>	9
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
<b>Programs of Study and Sequence:</b>	This is the first course in both the <i>Law Enforcement Services</i> and the <i>Legal and Correctional Services</i> programs of study.
<b>Necessary Equipment:</b>	None
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="http://www.tnskillsusa.org">http://www.tnskillsusa.org</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
<b>Teacher Endorsement(s):</b>	590
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml">www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml</a>

### Course Description

*Principles of Law, Corrections, and Security* is an introductory course designed to prepare students to pursue careers in the fields of law enforcement, legal services, corrections, and security. Upon completion of this course, a proficient student will be able to identify careers in these fields, summarize the laws that govern the application of justice, and draw key connections between the history of the

criminal justice system and the modern legal system. In addition, students will model the professional, moral, and ethical standards required of professionals in the fields of law, legal services, corrections, and security. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.\*

## Program of Study Application

This course is the first course in the *Law Enforcement Services* and *Legal and Correctional Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please see the program of study description documents found on the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

## Course Standards

### Foundations of the Criminal Justice System

- 1) Articulate important historical events and milestones (such as European influences) impacting the evolution of the current criminal justice system in the United States. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)
- 2) Summarize the six types of laws (Criminal, Civil, Case, Administrative, Statutory, Common), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 9)
- 3) Accurately describe the United States Constitution and Bill of Rights and justify its impact on criminal law and the rights of citizens, citing specific textual evidence from landmark legal cases. (TN CCSS Reading 2, 5; TN CCSS Writing 4, 9)
- 4) Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Define each term, in relation to the others, citing specific textual evidence from academic research or news media. (TN CCSS Reading 1, 2, 4, 5; TN CCSS Writing 4, 9)
- 5) Citing evidence found in news media and legislation, describe the evolution of the modern criminal justice system to address terrorism, cybercrimes, and hate crimes. Include summaries of how society at large has been affected by both new and evolving threats and changing laws meant to deal with them. (TN CCSS Reading 1; TN CCSS Writing 2, 4, 7, 9)
- 6) Conduct research to develop an argumentative essay that makes a claim about the influence of media on the legal system. Include reasoning that distinguishes between the reality of the legal system and the depiction of that system in movies and television. Develop claim(s) and counterclaim(s) fairly, supplying data and text-based evidence. (TN CCSS Reading 1, 9; TN CCSS Writing 1, 7, 8, 9)



## Career Planning and Compliance

- 7) Create a graphic organizer to illustrate the structure of the relationships among key players in the criminal justice system (including law enforcement organizations, legal service providers, corrections agencies, and security agencies) in the handling of crimes and of those who commit them. (TN CCSS Reading 4, 5; TN CCSS Writing 4)
- 8) Use local news media and organizational websites to investigate occupations that make up the four career areas (law enforcement, legal services, corrections, and security services) of the law and public safety sector. Demonstrate an understanding of each occupation by accurately articulating the following:
  - a. Roles and responsibilities of the position
  - b. Comparison of similar careers available in state, federal, and military criminal justice systems
  - c. Educational, training, and certification requirements
  - d. Location of occupations within the organizational hierarchy of the specific career area(TN CCSS Reading 1, 2; TN CCSS Writing 4, 7, 8, 9)
- 9) Prepare a career profile for at least one occupation in each of the four career areas, using print, online, and/or personal interview sources to capture at minimum the following:
  - a. Job description
  - b. Essential knowledge and skills needed for the career
  - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
  - d. Licensure and credentialing requirements
  - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations(TN CCSS Reading 2; TN CCSS Writing 4, 9)

## Safety and Well-being

- 10) Summarize the dangers associated with careers in law, corrections, and security; support analysis with examples from actual cases reported in print and digital media. Provide examples of tactics an individual could employ to prevent or mitigate risks, including maintaining good health and physical fitness. (TN CCSS Reading 2; TN CCSS Writing 2, 9)
- 11) Identify stressors and stress-inducing situations for professionals in the Law, Public Safety, Corrections, and Security sector through interviews with professionals in the field. Collaborate with a team to identify techniques and strategies for managing and alleviating stress related to these professions. Communicate your recommendations in a toolkit, brochure, or factsheet to support the use of these strategies, citing specific textual evidence. (TN CCSS Reading 1, 2; TN CCSS Writing 4)
- 12) Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support and first aid skills. (TN CCSS Reading 3)



## **Ethics**

- 13) Collect Codes of Ethics from professional organizations in law enforcement, legal services, corrections, and security services and examine areas of commonality. Synthesize principles from the codes investigated to create a personal code of ethics. (TN CCSS Reading 2; TN CCSS Writing 4, 7, 9)
- 14) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Craft an argumentative essay making a claim about the importance of ethics and professional standards for persons working in the Law, Public Security, Corrections, and Security pathway, citing examples from case studies to argue for the relevance of professional codes of conduct. (TN CCSS Reading 2; TN CCSS Writing 1, 4, 9)

## **Organization and Operations of Law, Public Safety, Corrections, and Security Agencies**

- 15) Differentiate between the various agencies in the Law, Public Safety, Corrections, and Security sector at the local, state, and national levels by describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together, citing examples from case studies, interviews, or news articles. (TN CCSS Reading 2, 9; TN CCSS Writing 4)
- 16) Differentiate the roles of private security and public law enforcement agencies and identify potential jurisdictional concerns. Using a specific example situation (such as a private company protecting against theft), develop a plan to utilize available security and law enforcement resources in a way that avoids conflicts over jurisdiction, follows applicable laws and regulations, and makes the best use of both private and taxpayer funded protection. (TN CCSS Reading 5; TN CCSS Writing 4, 9)
- 17) Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources, comparing and contrasting the characteristics of the data sets in an informative artifact\*\*. (TN CCSS Reading 9; TN CCSS Writing 4)

## **Criminology**

- 18) Define criminology and research the major behavioral science theories describing criminal behavior. Identify theorists and elaborate on their major contributions to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime. (TN CCSS Reading 4, 5, 6, 8; TN CCSS Writing 4, 7, 9)
- 19) Generate a scenario in which a crime is committed and a suspect enters the criminal justice system. Describe in detail what happens at each of the following stages and what relevant actors participate in the process: investigation and arrest; pre-trial activities; adjudication; sentencing; corrections and re-entry. (TN CCSS Writing 4, 9)



## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

\*\*Informative artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.

